

building up diasporas from scratch

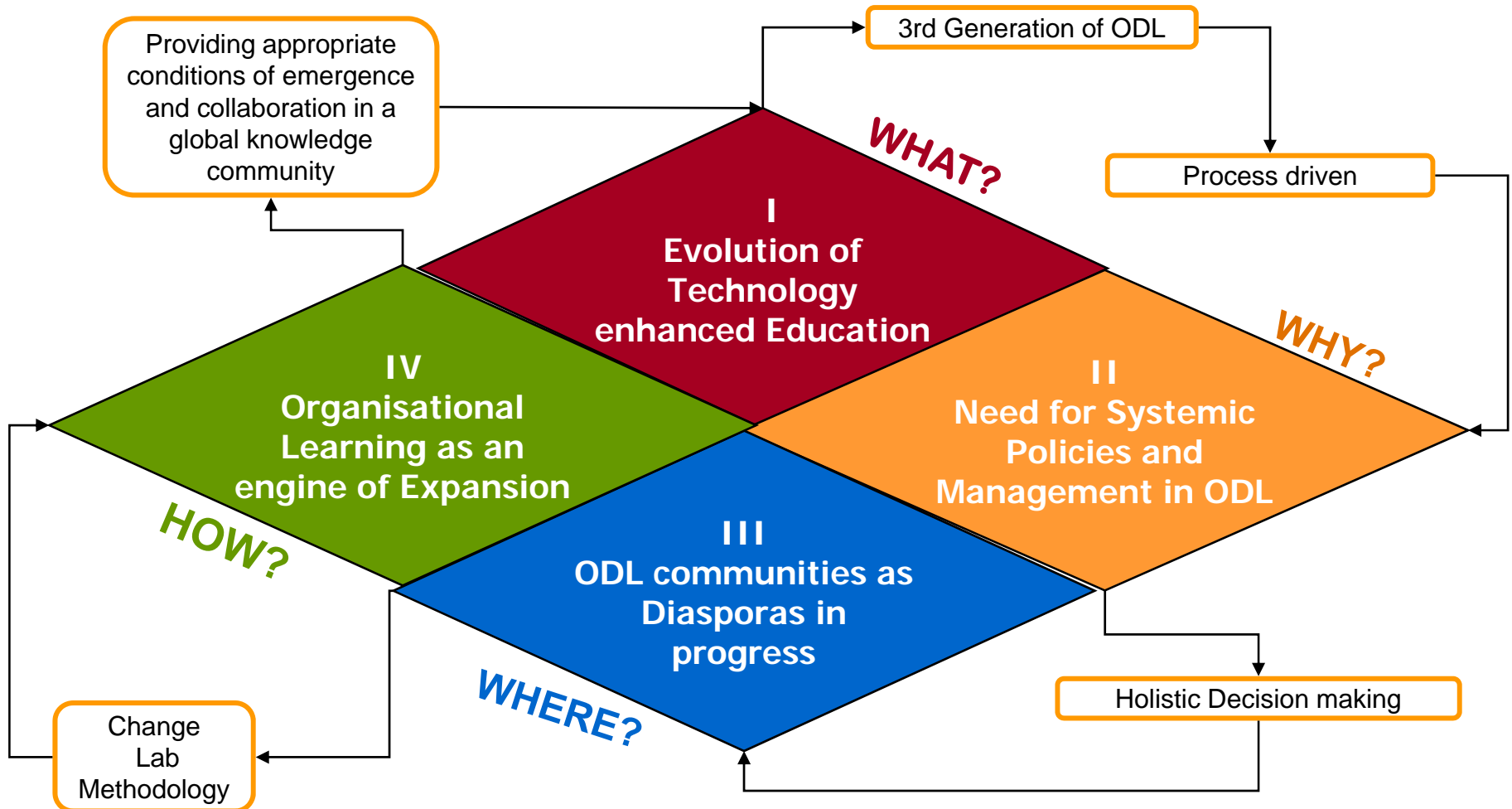
*the conditions of emergence of process and collaboration
in global knowledge communities*

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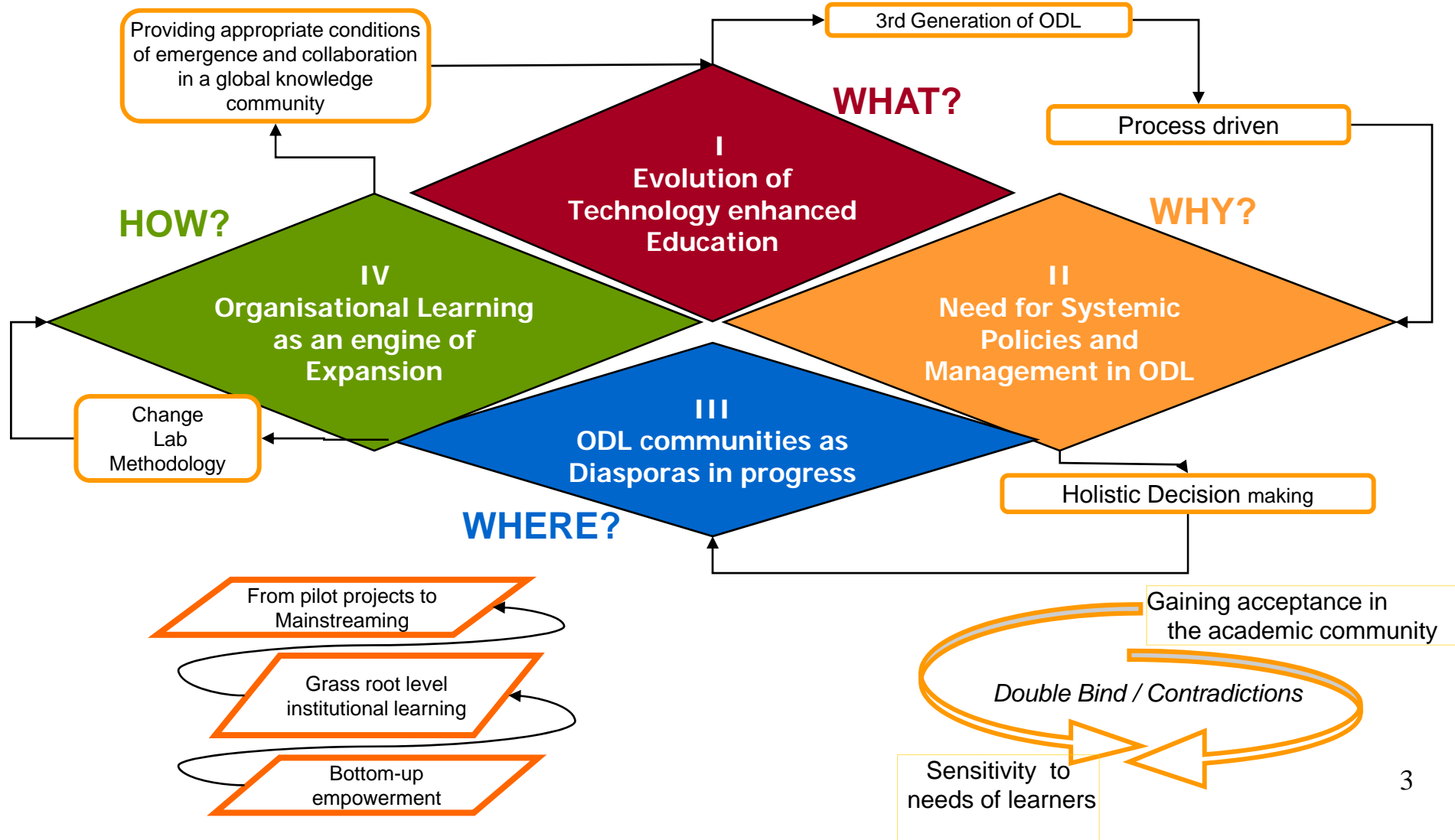
VCILT, University of Mauritius



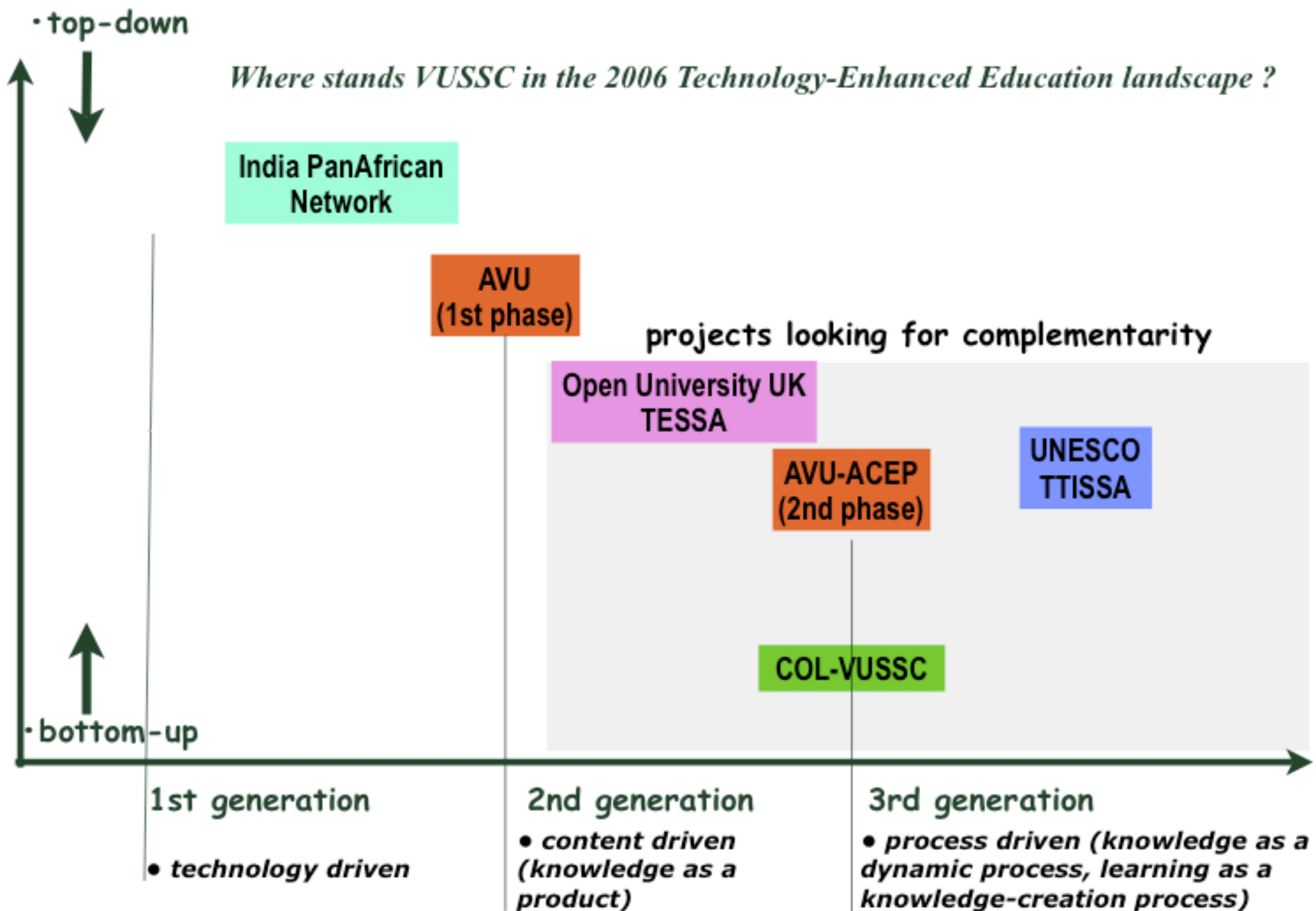
presentation outline



presentation outline



Where stands VUSSC in the 2006 Technology-Enhanced Education landscape ?





evolution of ODL policies and approaches

- top-down technology-driven (first generation)
- content-driven, to some extent participative (second generation).
- ***process-driven***, focussing on grassroots level institutional learning and bottom-up empowerment (third generation)

OER initiative



- Knowledge as a collective social product to become a social property
- Mainly considered as a final product rather than a collaborative process.
- Although issues of contextualisation (i.e. re-processing) and knowledge-creation have been raised, it was never central to the sharing process but rather left at the initiative of local stakeholders and institutions.

ACEP & TESSA

-Open University UK initiative

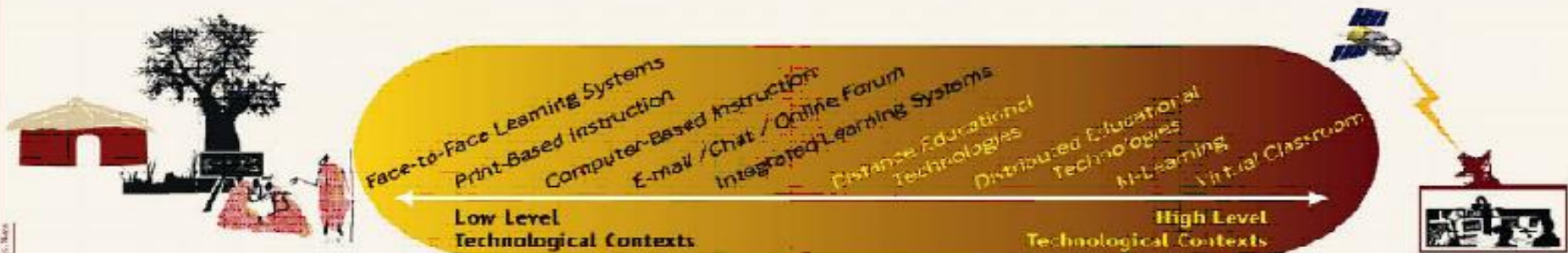
-Teachers Education for Sub Saharan Africa

mixing workshops and professional development programmes with the provision of open source contents.

-between 2nd and 3rd Generation



THE AVU LEARNING ARCHITECTURE



Open, Distance & eLearning (ODEL) Continuum

The need for more systemic policies and management in ODL

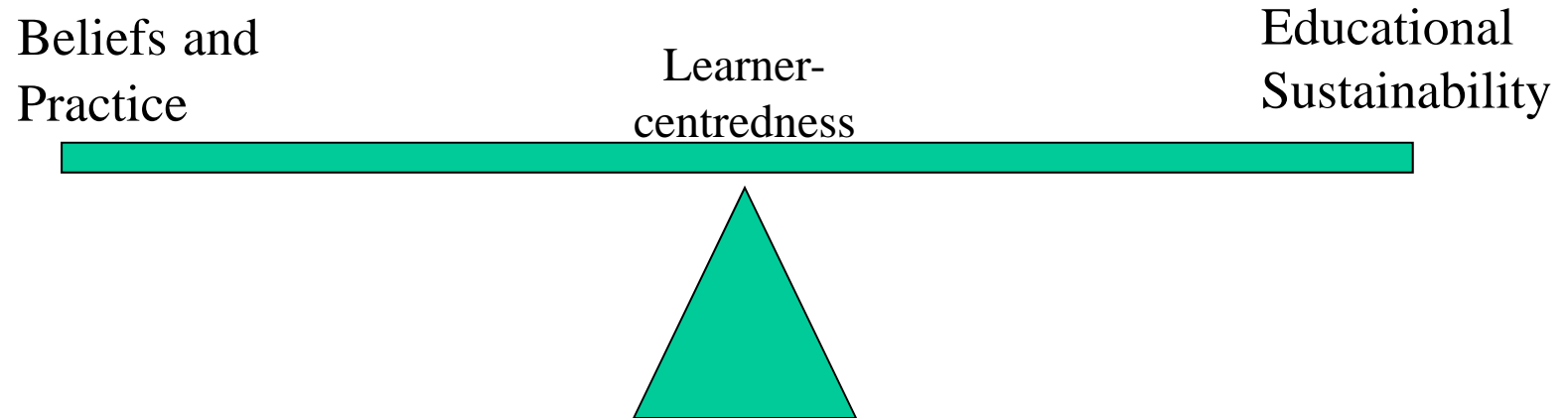
1. Need for developing countries to be considered as active players in the knowledge creation process

"The success of ODL programs depends on management policies and initiatives that are:

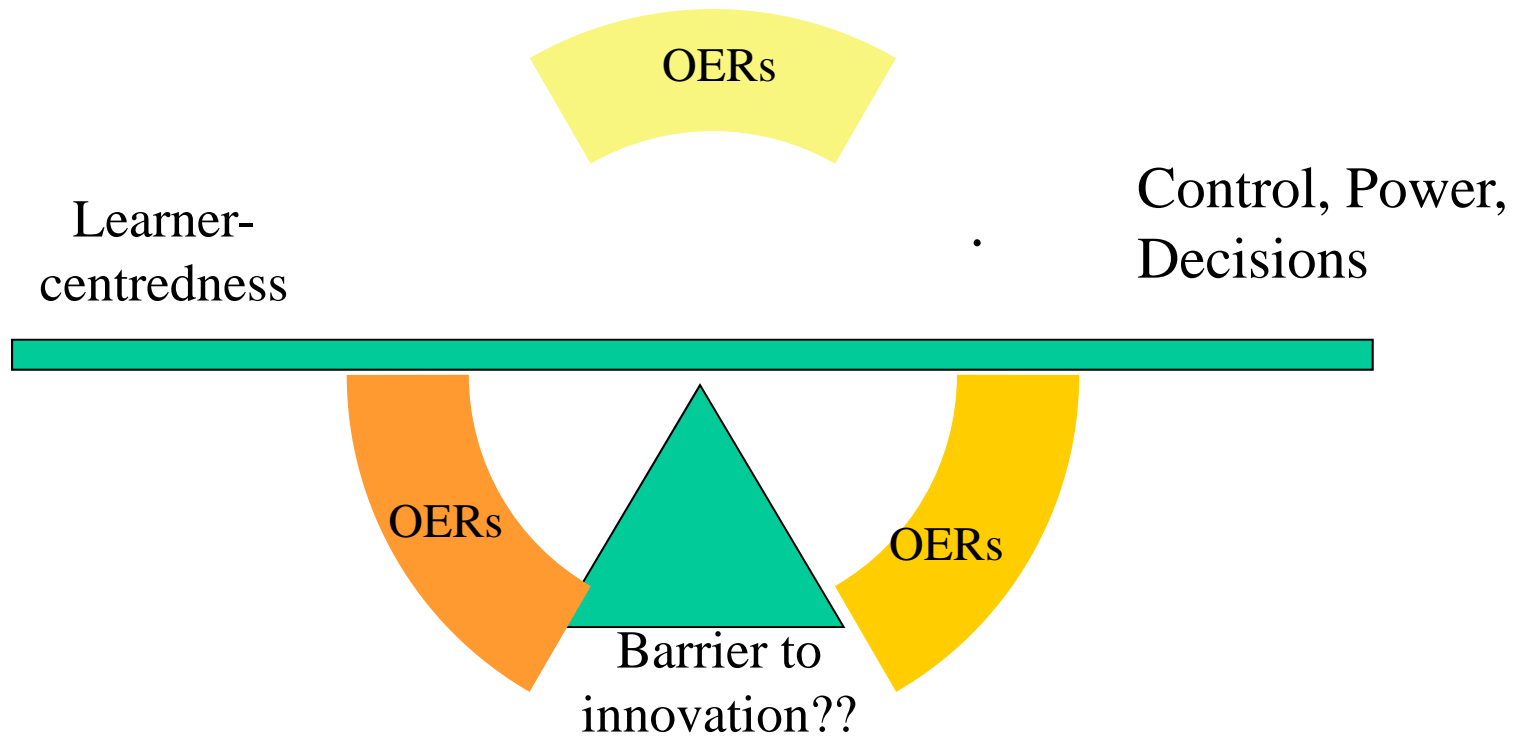
- (1) sensitive to the needs of learners, while also addressing wider acceptance in the academic community, thus*
- (2) requiring re-thinking of policies and practices that are the convention in traditional classroom-based education "*

Calvert 2006

Double-Bind situations- The Homeostasis in Higher Educational Institutions



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Association for the Development of Education in Africa (ADEA)

WGDEOL- A good “bad” example

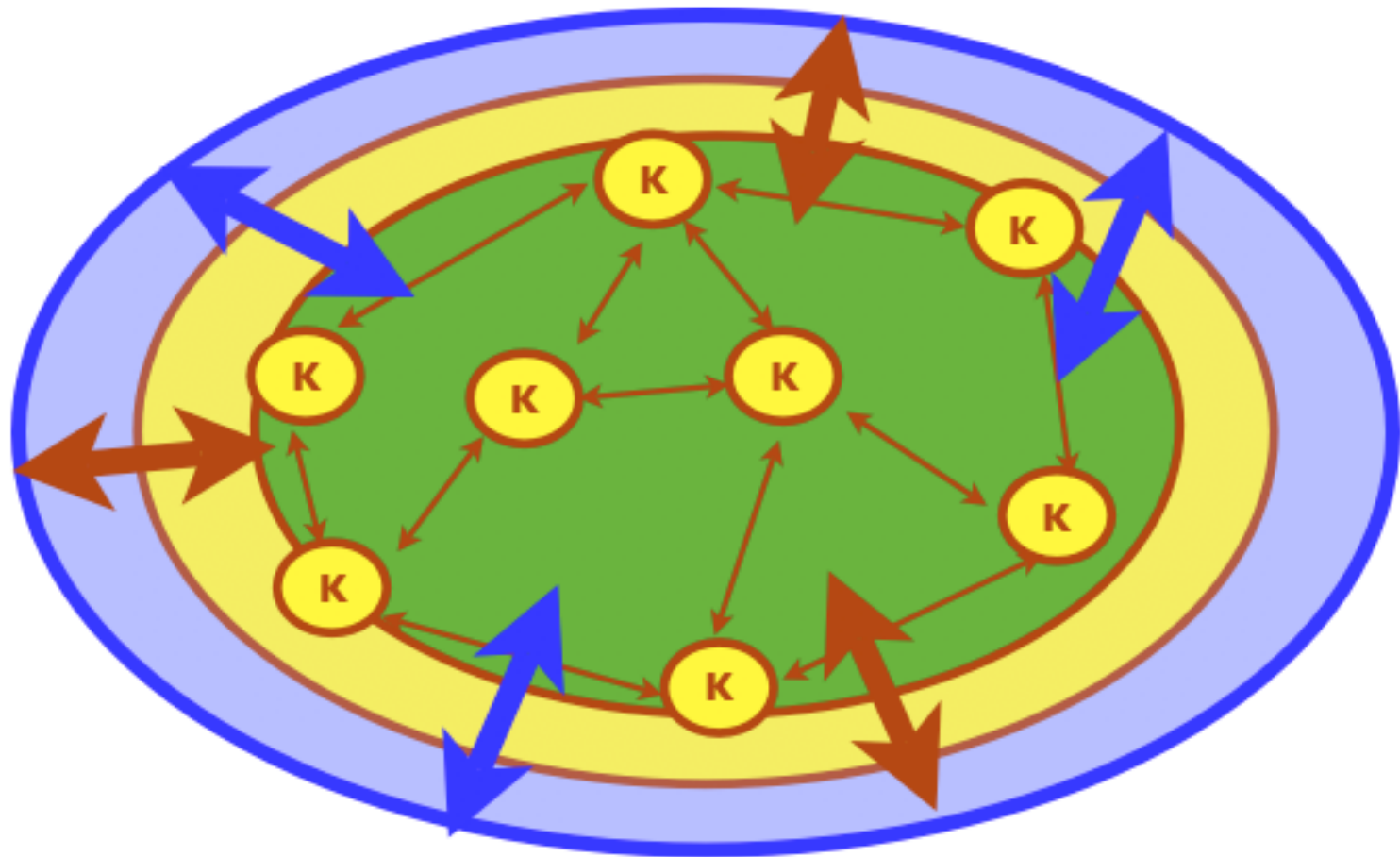
Policy & Management Divide whose consequences worsen the Digital Divide....




The handing down of ODL policies defined at its international (macro) level

Re-thinking of policies and practices that are the convention in traditional classroom-based education (meso level).

Suffers from a lack of commitment when it comes to grassroots implementation (micro level)



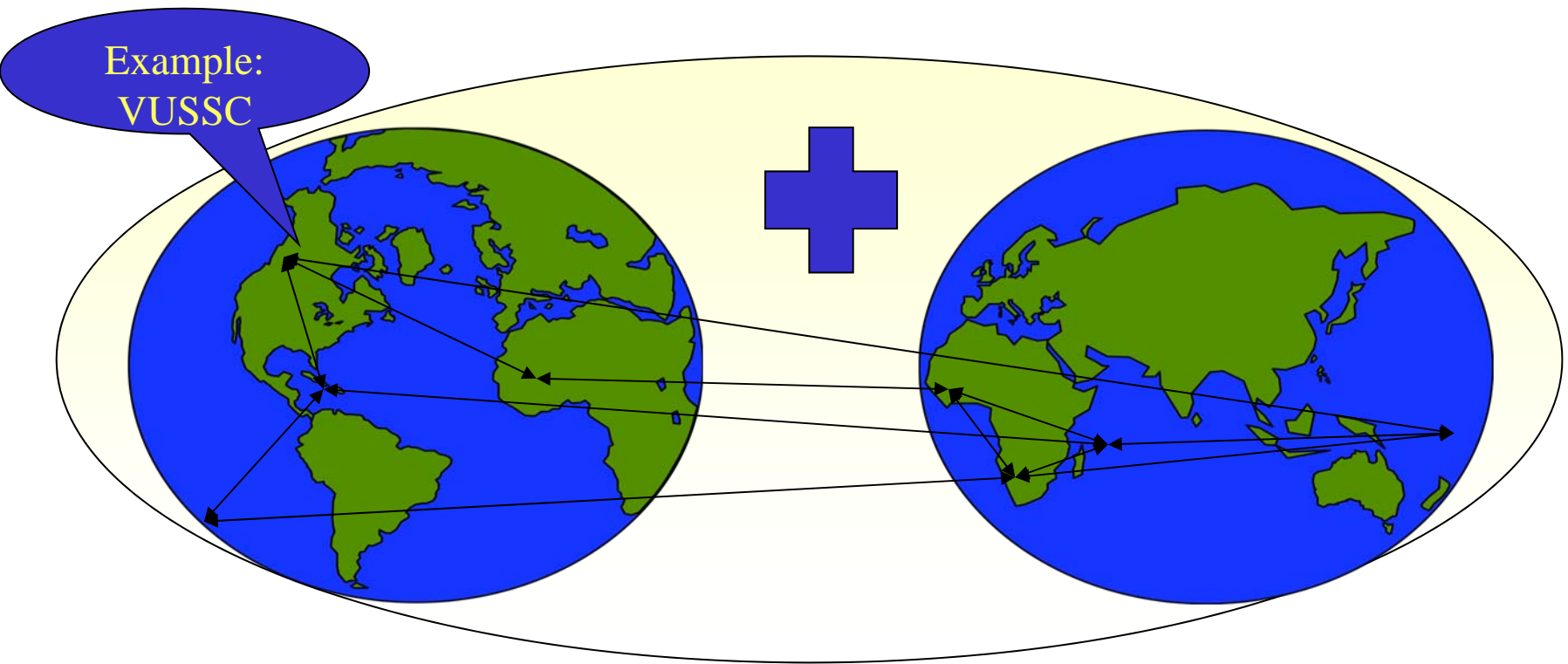
 **MACRO: political, sociétal**
(Ministries, Govts, NGOs,
International orgs)

 **MICRO: (K)knowledge**
building in communities of
practice

 **MESO: local institutions**

From pilot projects to mainstream nationwide scales of action

Implementors participation in the conception, development, financing, and upgrading of educational systems.



Central commitment, ownership, responsibility and participation of the whole educational community as a collaborative effort

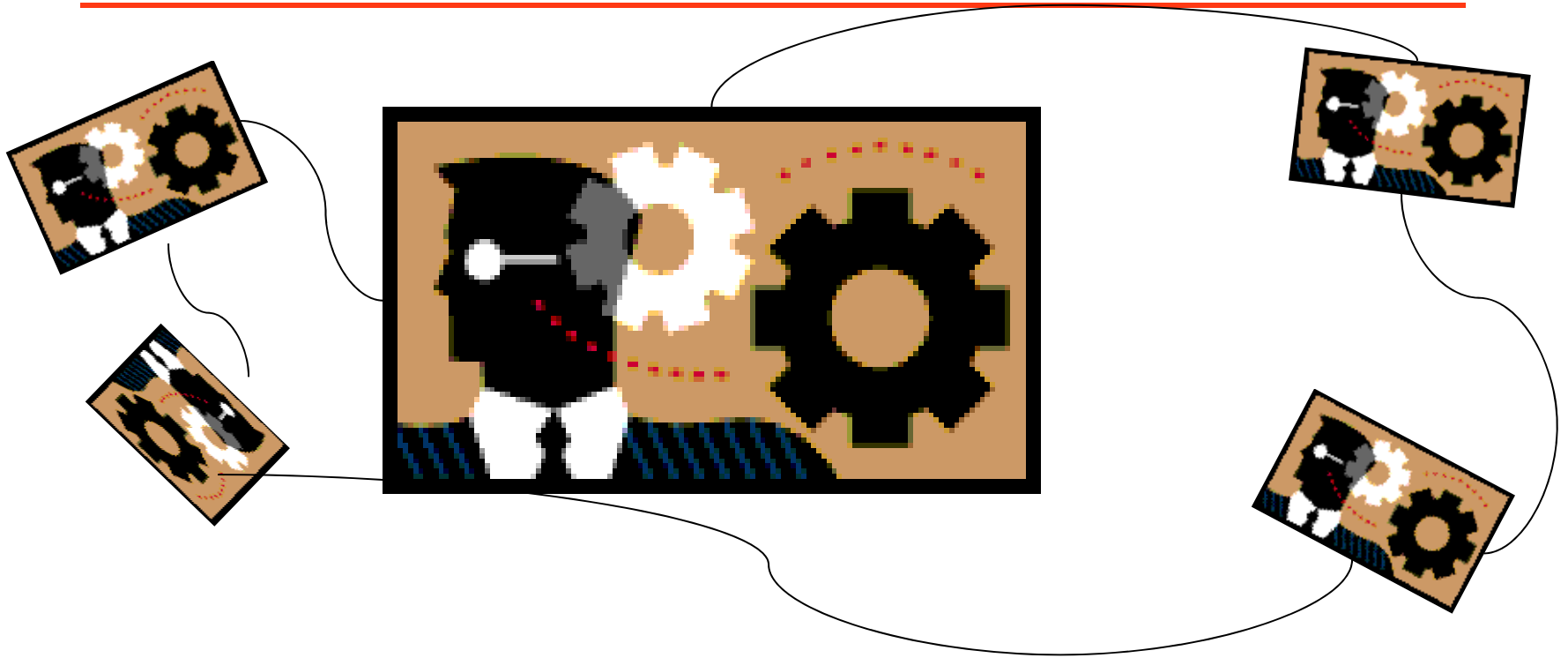
ODL communities as diasporas in progress

ODL is the privileged vehicle for a social conception of learning



- Identity - Who are we becoming?
- Community - where do we belong?
- Meaning - what is our experience, our culture?
- Practice- what are we doing ? - What does it mean to teach in the new global knowledge environment?

Organisational learning as an engine of expansion



Expansion (i.e. growth and development) occurs through the learning that people do together :

- lifelong learning through work,
- learning by doing, experiential learning)
- and so does the social ODL entity, learning about itself, about its emerging capacity and its potential.

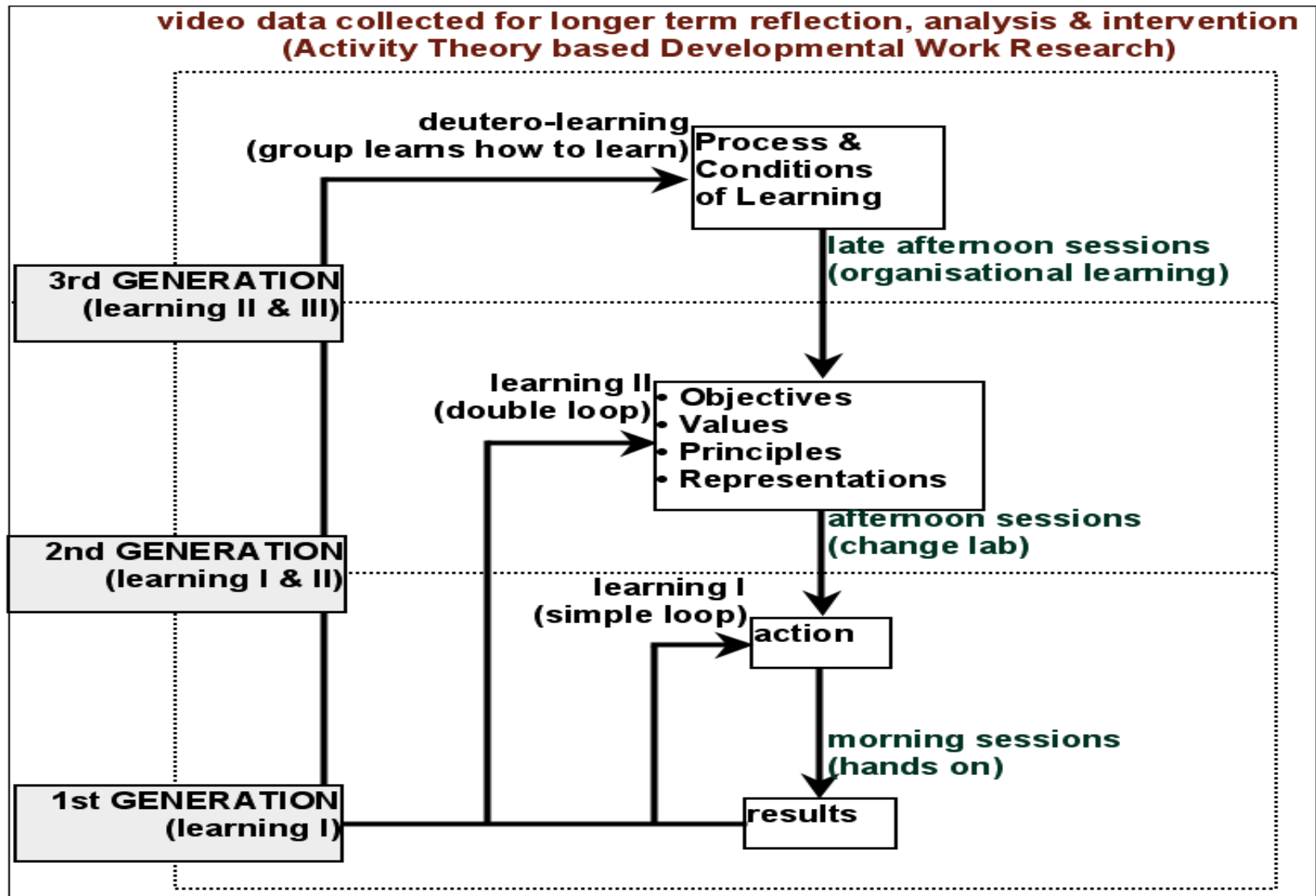
Change Lab Methodology



- Based on the principles of Developmental Work Research (DWR)
- Reveal the needs and possibilities for development in an activity
- Constructing the zone of proximal development of the activity thru' analyzing disturbances and bottlenecks in the prevailing work practices
- Provides a forum for the cooperation between experts interventionist and local practitioners
- transform the practice by designing and implementing new tools and solutions



Learning I, II and III



Conclusion

ODL Diasporas can be built from scratch, given the following conditions:

- ODL initiatives should be considered as ongoing processes instead of finite and finalised objectives
- Methodologies should be developed that encounter, challenge and result in changes in assumptions and core beliefs
- Support in terms of systemic policies should be developed so that micro, meso and macro level commitment is gained for carrying out the ODL initiative.

Thank you for your attention
